C2175-1 6/14/82

CHRONICLE OF HIGHER EDUCATION
1255 23RD ST NW
WASHINGTON DC 20037

ISSN 0009-5982

CHRONICLE of Higher Education.

June 16, 1982 • $1.25
Volume XXIV, Number 16

News Summary

Articles on inside pages

John B. Slaughter will relinquish the directorship of the National Science Foundation to become chancellor of the University of Maryland at College Park. Story on Page 13.

Scientific literacy would improve if more science and mathematics courses were required of students majoring in other subjects, educators and scientists agreed at a recent meeting. Story on Page 8.

The Commonwealth Association of Students in Pennsylvania is considered one of the best-organized and most effective statewide student groups. Story on Page 6.

Plans to dismantle academic programs at the University of Missouri at Columbia have been shelved—at least for the time being. Story on Page 11.

Students with just two years of college behind them would be able to enter Harvard University's medical school under a recently proposed pilot program. Story on Page 12.

Two universities have taken the National Collegiate Athletic Association to court for allegedly depriving them of their rightful share of revenues from televised football games. Story on Page 10.

The Education Department says it can't meet its deadlines for resolving discrimination complaints against colleges and universities. Story on Page 13.

A moving force in the field of family history, Tamara Hareven, has just written a new study on the subject, *Family Time and Industrial Time*. Story on Page 19.

Israel's invasion of Lebanon has sparked student demonstrations at an Arab university on the occupied West Bank of the Jordan River. Story on Page 17.

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High Court Rejects Case of Professor Jailed for Not Revealing Tenure Vote

Contempt citation against Georgia's Dinnan allowed to stand; 2 similar cases pending

By CHERYL M. FIELDS

WASHINGTON

The Supreme Court refused last week to review the contempt-of-court conviction of James A. Dinnan, a University of Georgia professor who went to jail rather than reveal how he had voted in a tenure case.

The Court let stand without comment a ruling by the U. S. Court of Appeals for the Eleventh Circuit that the right to academic freedom must be limited by other societal goals and that the confidentiality of tenure decisions "cannot be used to give an institution of higher learning *carte blanche* to practice discrimination."

It was not known last week whether Mr. Dinnan would be asked again to reveal his tenure vote in further legal proceedings.

Mr. Dinnan, a professor of adult education and reading at Georgia, said in an interview with *The Chronicle* that he was disappointed, but that "eventually the Supreme Court will have to handle the question of peer review, since various other cases raising the same issue are winding their way through the courts."

"Eventually, if reason prevails, I think the concept of peer review by an academic community will stand."

At least two other cases raising similar issues are now in the federal courts:

The U. S. Court of Appeals for the Second Circuit heard arguments recently in a case in which a faculty member who was denied tenure at Fiorello H. La Guardia Community College is appealing a district court's decision barring him from finding out how individual members of his tenure committee voted.

The Supreme Court has not yet announced whether it will review a case in

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WIDE WORLD

James A. Dinnan

States Warned Against Excessive Reliance on Tax-Exempt Bonds for Student Loans

By JANET HOOK

ST. PETERSBURG, FLA.

The use of tax-exempt state bonds to finance student loans—now approved in at least 10 states and under consideration in several others—may not be the "utopian solution" that some legislators believe it to be, higher-education officials have warned.

The bonds may be an important source of assistance to middle-income students who cannot get federal Guaranteed Student Loans because of new limits on eligibility, they say, but may benefit students at only a limited number of institutions—and not necessarily those colleges that need help the most.

At a time when the Reagan Administration is seeking new restrictions on the use of tax-exempt bonds, some college officials are wary of relying on them as an alternative source of student-loan money.

Bills setting up new bond authorities sailed through legislatures this year with little opposition.

'Loan-Authority Fever'

"You might call it 'loan-authority fever,' " said Joseph M. Cronin, president of the Massachusetts Higher Education Assistance Agency and chairman of a group that is monitoring the development of alternative loan programs.

Tax-exempt bonds have been regarded by some state legislatures as "a utopian solution to the problem of making credit available," Mr. Cronin said, because they provide a "state safety net" for students facing the loss of federal aid, and they require no outlay from state coffers.

Several other state legislatures are considering similar measures, Mr. Cronin said this month at a joint meeting here of the National Council of Higher Education Loan Programs—an association of agencies that administer the federal guaranteed-loan program in the states—and the National Association of State Scholarship and Grant Programs.

The pressure to approve alternative loan programs quickly has eased somewhat, Mr. Cronin said, because it seems less likely now that deep cuts will be made in the federal student-aid budget this year. However, student-aid officials here were warned that Guaranteed Student Loans

Continued on Page 14, Column 1

Coaches Ask Penalties for Colleagues Caught Cheating

By JOHN A. CROWL

DALLAS

At the instigation of several prominent coaches in big-time football, the National Collegiate Athletic Association will be asked to consider imposing stiff penalties on coaches and athletes who deliberately violate certain association rules.

To the surprise of many of the athletic directors and faculty representatives at the annual meeting of the College Football Association here, the organization's coaches' committee, headed by Vince Dooley of the University of Georgia, proposed the tough resolution.

"We recommend," Mr. Dooley said, "that any coach be suspended from coaching at all N.C.A.A. institutions for at least one year without pay for any of the following violations with regard to players or prospective players: illegal cash payments, gifts, loans, annuities, sale of players' tickets for more than their face value, or any other violations of a deliberate or extremely serious nature.

"If the violation occurs with the knowledge of the coach but without his direct involvement—in other words, he turns his head—he still would be subject to the one-year suspension without pay.

"Any athlete found knowingly guilty of accepting substantial illegal inducements would be declared permanently ineligible for further N.C.A.A. competition."

When one delegate observed that the penalties for athletes seemed stiffer than those for coaches, Tom Osborne, head

Continued on Page 10, Column 1

Higher academic standards for athletes were endorsed by the College Football Association. Story on Page 10.

Colleges Urged to Improve Science Courses for Non-Science Majors

By KIM McDONALD

RACINE, WIS.

Seeking to combat a serious decline in scientific literacy, more than 50 education and business leaders meeting here urged college administrators and faculty members to work to improve science and technology courses for students majoring in other fields.

"Liberal education is a failed idea as long as our students are shut out of, or only superficially acquainted with, knowledge of the kinds of questions science can answer and those it cannot," David S. Saxon, president of the University of California, told the meeting of educators, scientists, and administrators. He added that "watered-down versions of regular science courses, such as 'Physics for Poets' or 'Astronomy for Lovers,' are as offensive and insulting as would be 'Poetry for Physicists.' "

Participants in the three-day meeting sponsored by the Association of American Colleges and the American Association for the Advancement of Science sought to make recommendations that colleges and universities could follow in improving their science, mathematics, and engineering courses for students not majoring in those fields.

Mr. Saxon said any course of study in the sciences should help students understand physical laws, provide instruction in statistics and probability, and "convey the idea that science is not a collection of isolated facts, but a highly unified and consistent view of the world."

A National Academy of Sciences study released earlier this year found that the average liberal-arts or non-science major devoted only 7 per cent of his or her college course load to science.

'Willy-Nilly' Choices

Such students often get "inadequate teaching that stresses dull lecturing more often than exciting laboratory experiments and demonstrations," the report said, and "are often allowed to choose willy-nilly from an ever-growing cafeteria offering 'topics courses' that rarely fit into a well-conceived, comprehensive pattern of education."

Participants in the meeting here generally agreed that introductory courses covering the basic principles of science, mathematics, computers, and engineering should also deal with the ethical and moral questions raised by technology.

Some said those courses should be given in the freshman and sophomore years, when the pressure to complete requirements in students' majors are least intense. Students who fulfill their mathematics requirements by examination should be required to enroll in advanced mathematics courses, they said.

UNIVERSITY OF CALIFORNIA

David S. Saxon

Special programs to improve the understanding of science and technology among non-science majors at Lehigh University, the Massachusetts Institute of Technology, Stanford University, and Syracuse University were cited as models for other universities.

Participants in the meeting emphasized that developing new courses for students not majoring in science and improving the way they are taught would cost universities money and require a strong commitment from their faculty members.

Further Recommendations

In addition, they agreed that:

▶ Colleges and universities should require their students to take a minimum of 10 per cent of their courses in science and technology. Herman R. Branson, president of Lincoln University in Pennsylvania, said he thought the percentage should be greater because most students already take about that amount.

▶ To counteract the view, common among science faculty members, that teaching students who don't major in science is a waste of their time, colleges should reward professors who teach such courses with grants, salary increases, or other incentives.

▶ Colleges should require graduate students to help teach courses for non-science majors, under the close supervision of a faculty member. That would help to produce future faculty members with more experience in teaching such students.

▶ Senior faculty members, rather than administrators or junior faculty members, should develop the courses and programs for non-science majors.

▶ Instructors for the basic courses should avoid taking "elitist or authoritarian postures," and should encourage discussion instead of teaching "a set of hard-and-fast facts."

▶ Colleges should encourage students to take more science and mathematics courses in high school by making available—and, in some cases, strengthening—their admissions requirements in those areas. Many institutions do not publish those requirements now, participants said.

▶ College presidents and chief academic officers should encourage faculty members to improve the way they teach science and technology courses to make those subjects more attractive to students majoring in other fields.

Top administrators should also find a way to insure continued attention to the science-and-technology curriculum, perhaps by appointing a standing committee or a dean.

▶ Institutions that do not have engineering schools could improve teaching in technical courses for non-science majors by giving the faculty members who teach them leaves of absence to work in industry. Colleges could use specialists from industry as teaching aides and guest lecturers.

▶ Professional organizations, such as the American Association for the Advancement of Science, should focus national attention on scientific illiteracy and encourage government agencies and private foundations to help solve the problem. Associations should use their journals, meetings, and symposia to help colleges and faculty members design courses for non-majors.

Robert E. Wolverton, vice-president for academic affairs at Mississippi State University, reminded the meeting that even if all four-year institutions adopted the group's recommendations, problems would remain.

At many state institutions, such as his own, more than half of the students enter with junior-college degrees, Mr. Wolverton said, and "there's no way I can impose this on any of them."

Mark H. Curtis, president of the Association of American Colleges, said his organization was working on a list of minimum curriculum requirements that could be used by accrediting organizations in certifying bachelor's-degree programs.

He also said the A.A.C. would send a booklet containing the final recommendations from the meeting to all two-year and four-year institutions this fall.

FACT-FILE

Tenure Rates for Full-Time Faculty Members in 1981-82 and Change from Previous Year

	All institutions		Universities		Other 4-year institutions		2-year institutions	
Public institutions	1981-82	Change	1981-82	Change	1981-82	Change	1981-82	Change
Professors	96.3%	−0.1%	96.9%	+0.3%	95.5%	−0.5%	98.0%	+0.7%
Men	96.4%	0.0%	97.0%	+0.3%	95.5%	−0.6%	97.9%	+0.9%
Women	95.7%	0.0%	95.1%	+0.1%	95.3%	−0.1%	98.4%	+0.1%
Associate professors	84.5%	−0.7%	84.9%	−0.7%	82.4%	−0.8%	92.9%	+0.7%
Men	84.4%	−0.8%	84.8%	−0.9%	82.3%	−0.8%	93.2%	+0.3%
Women	85.0%	0.0%	85.8%	+0.6%	82.0%	−0.9%	92.2%	+1.4%
Assistant professors	32.0%	−0.4%	17.1%	−1.0%	35.5%	−0.1%	61.6%	+1.7%
Men	30.1%	−0.4%	14.8%	−1.0%	34.6%	−0.4%	63.9%	+2.6%
Women	35.6%	−0.4%	22.5%	−1.1%	36.9%	+0.2%	58.3%	+0.4%
Instructors	12.3%	−0.4%	5.9%	−0.9%	10.2%	−0.6%	22.6%	+0.4%
Men	13.3%	−0.5%	5.5%	−1.1%	11.1%	−0.6%	24.7%	+0.9%
Women	11.4%	−0.5%	6.1%	−0.8%	9.6%	−0.5%	20.7%	0.0%
Lecturers	2.6%	−0.5%	3.7%	−0.8%	0.1%	0.0%	26.8%	+3.8%
Men	3.2%	−0.7%	5.3%	−1.2%	0.2%	0.0%	21.1%	+2.9%
Women	2.0%	−0.3%	1.9%	−0.2%	0.0%	0.0%	29.7%	+4.7%
No academic rank	78.8%	+0.6%	1.0%	+0.3%	29.7%	+5.1%	80.6%	+0.5%
Men	81.9%	0.0%	1.5%	+0.4%	33.6%	+5.3%	83.6%	0.0%
Women	73.3%	+1.8%	0.0%	0.0%	22.7%	+4.6%	75.0%	+1.6%
All ranks	68.1%	+0.3%	66.1%	−0.3%	65.2%	+0.3%	76.3%	+1.1%
Men	72.8%	+0.2%	71.2%	−0.2%	70.6%	+0.2%	80.4%	+0.9%
Women	54.7%	+0.7%	43.7%	+0.1%	49.9%	+0.4%	69.3%	+1.6%
Private institutions								
Professors	94.0%	−0.1%	96.6%	−0.4%	92.3%	0.0%	82.7%	−0.4%
Men	94.2%	−0.2%	96.8%	−0.3%	92.4%	−0.1%	85.2%	−3.5%
Women	91.8%	+0.3%	94.1%	−1.3%	91.5%	+0.6%	77.1%	+6.3%
Associate professors	74.1%	−0.6%	75.6%	−0.8%	73.3%	−0.6%	81.6%	−0.6%
Men	74.3%	−0.9%	76.0%	−0.7%	73.4%	−1.0%	80.9%	−6.6%
Women	73.5%	+0.6%	73.9%	−0.9%	73.1%	+0.8%	82.8%	+9.3%
Assistant professors	16.1%	−0.6%	10.0%	−0.9%	18.3%	−0.5%	32.4%	−6.2%
Men	15.2%	−0.8%	9.0%	−0.9%	17.6%	−0.8%	35.3%	−6.7%
Women	17.7%	−0.4%	11.9%	−1.3%	19.4%	−0.1%	28.6%	−6.1%
Instructors	2.8%	0.0%	3.1%	−0.2%	2.6%	+0.2%	7.1%	−3.2%
Men	3.0%	−0.4%	2.5%	−1.2%	3.1%	0.0%	5.2%	−4.3%
Women	2.6%	+0.3%	3.8%	+0.8%	2.1%	+0.4%	8.6%	−2.2%
Lecturers	1.5%	−0.3%	1.7%	−0.1%	1.1%	−0.5%	0.0%	0.0%
Men	1.8%	−0.5%	1.8%	−0.3%	2.0%	−1.0%	0.0%	0.0%
Women	1.1%	0.0%	1.5%	−0.1%	0.0%	0.0%	0.0%	0.0%
No academic rank	47.9%	−1.3%	0.0%	−1.1%	48.4%	−0.3%	55.0%	−3.1%
Men	51.6%	−2.5%	0.0%	0.0%	52.7%	+0.5%	57.1%	−6.6%
Women	41.1%	+1.1%	0.0%	−2.3%	39.4%	−1.5%	51.1%	+2.8%
All ranks	55.7%	−0.1%	60.8%	−0.2%	53.4%	0.0%	49.2%	−4.2%
Men	61.3%	−0.3%	67.0%	−0.2%	59.4%	−0.2%	54.3%	−6.8%
Women	37.6%	+0.5%	35.8%	+0.3%	38.1%	+0.7%	41.9%	−0.5%

Note: Data are for full-time faculty members at institutions in the 50 states and District of Columbia reporting tenure information for both 1980-81 and 1981-82.

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

Syracuse's Technology Program Called a Model for Others

RACINE, WIS.

Plans for a new program to be offered at Syracuse University next fall provide a model that other universities could use in improving their undergraduate science courses for students majoring in other fields, said business and education leaders meeting here.

Michael Flusche, associate dean of arts and sciences at Syracuse, presented an outline of the program at the meeting, which was called to discuss ways to improve the scientific and technical literacy of non-science majors.

In the program at Syracuse, a "technology cluster" of four one-semester courses will include study of a laboratory science, basic principles of engineering and design, and social and moral questions raised by technology.

Using Microprocessors

Completion of the four courses will satisfy the natural-science requirements for undergraduates in the university's divisions of arts and sciences, communications, education, and social work.

Students will first have to complete a sequence of two one-semester courses in a laboratory science, chosen from offerings in biology, chemistry, geology, and physics.

They will then take a course in technology, which will introduce concepts of engineering design by using microprocessors—the tiny "thinking" elements of computers—and will examine ways engineers solve problems and make decisions. The students will also be taught how technology applies to the fields in which they completed the laboratory-science requirement.

For example, students who take the basic-biology sequence will study biotechnology, which includes biomedical engineering, cloning, genetic screening, pharmacology, and recombinant-DNA techniques.

Social Issues Introduced

The final course, which will be taught by both social-science and science faculty members, will introduce students to social issues raised by new developments in technology. For the students taking the biology sequence, those will include ethical problems in genetic engineering, the implications of patenting new life forms, the definition of when life begins, and chemical health hazards.

Mr. Flusche said the sequence would enable students to see the relevance of the initial science and engineering courses to the course on social problems.

The liberal-arts "core" curriculum at Syracuse, of which the technology cluster is a part, was developed using grants from the Andrew W. Mellon Foundation and the National Endowment for the Humanities.

Mr. Flusche said the Alfred P. Sloan Foundation had given the university $200,000 for three years to develop the technology portion—or third semester—of the technology cluster. Most of that money will be used for the salaries of faculty members.

—K.M.